DOCUMENT RESUME

ED 250 058 PS 014 435

AUTHOR Alpert, Judith L.; And Others
TITLE Parent Problem Solving: Analysis of Problem Solving in Parenthood Transition.
SPONS AGENCY New York Univ., N.Y. School of Education.; Yale Univ., New Haven, Conn. Bush Center in Child Development and Social Policy.
PUB DATE [80]
NOTE 26p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Competence; Coping; Daily Living Skills; Experience; *Measures (Individuals); *Parenting Skills; *Parents; *Problem Solving; Questionnaires; Sex Differences; *Stress Variables; Test Construction; *Test Reliability
IDENTIFIERS Means Ends Problem Solving Test; *Parent Problem Solving Scale

ABSTRACT

The general purpose of this study was to explore the possibility of adapting the Means-Ends Problem-Solving procedure (MEPS) to the investigation of the individual's transition to parenthood. Specific purposes were to determine (1) the internal consistency of the Parent Problem-Solving Scale (PPSS), of its subclasses, and of a combined subscale; (2) the relationship between problem-solving competence and the frequency at which each problem was experienced, and further, experienced as problematic; and (3) gender differences in problem-solving competence. The PPSS consisted of 15 items, each presenting a problematic situation and a corresponding satisfactory ending related to general, child care, and life management problems. A total of 15 mothers and 8 fathers who had one child between 9 and 24 months of age completed the self-administered PPSS. Subjects were instructed to write a paragraph-long middle section for each item. Results indicated acceptable internal consistency across items and for a subscale, which consisted of child care and life management items. Also found were some significant correlations for individual items and insignificant Pearson product-moment correlations across items between problem-solving competency and both the frequency at which each problem had been experienced and the frequency at which each problem had been experienced as problematic. A main effect for gender across the entire scale indicated greater problem-solving competence in females than in males. Directions for further development of the problem-solving technique are indicated. (Author/RH)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

PS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED250058

# PARENT PROBLEM SOLVING:

## Analysis of Problem Solving

## In Parenthood Transition

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Judith L. Alpert

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Judith L. Alpert

Stanley C. Goldklang

Lorraine L. Vecsi

New York University

PS 014435

Running Head: Parent Problem Solving

## Abstract

The general purpose of the study was to explore the possibility of adapting a problem solving assessment procedure to parenthood transition. Three specific purposes were to determine (1) the internal consistency of the Parent Problem-Solving (PPS) procedure, of the three subclasses (child care, life management, and general), and of the combined "life-child" (LC) subscale; (2) the relationship between problem solving competence and the frequency at which each problem has been experienced as well as the relationship between problem solving competence and the frequency at which each problem has been experienced as problematic; and (3) gender differences in problem solving competence. The rationale and means for procedure adaptation are presented. Results indicate (1) acceptable internal consistency across 15 items (Alpha = .61) and for a subscale consisting of the child care and life management items (Alpha = .56); (2) some significant correlations for individual items and insignificant Pearson product-moment correlations across items between problem solving competency and both the frequency each problem had been experienced and the frequency at which each had been experienced as problematic; and (3) a main effect for gender across the entire scale, indicating greater problem solving competence in females than males, but no main effect for gender for the "life-child" subscale. The findings support further development of the problem solving technique, and directions for such development are indicated.

# Parent Problem Solving:

## Analysis of Problem Solving in Parenthood Transition

One problem with many coping measures is that they focus on what a person usually does under stress rather than what the person does in a specific stressful situation. There is a need to consider the daily stresses faced by ordinary people and their coping means for dealing with these specific stresses (Lazarus, Cohen, Folkman, Kanner, & Schaefer, 1979; Moos, 1974; Lazarus, Note 1). The arrival of the first child results in daily stresses for parents (Dyer, 1963; LeMasters, 1957). With varying degrees of success, parents cope with the daily and numerous stressful events associated with the onset of parenting. Although there is literature identifying what some of these stresses are (for example, Weinberg & Richardson, in press; Alpert, Richardson, Fodaski, Note 2) , little is known about how parents cope with these stresses or what the variables are which mediate between the stresses and effective coping. A review of the parenting literature (Alpert & Richardson, 1980; Alpert, in press; Grossman, Eichler, and Winickoff, 1980) indicates that there is a growing body of research on transition to parenthood and a need to learn more about how parents adapt to the stresses associated with the arrival of the first child.

One reason why relatively little is known about coping in parenthood transition concerns a lack of instrumentation. Although there are a few measures concerned with coping in parenthood transition (for example, Pearlin & Schooler, 1978; White, 1978), these measures are innappropriate for the present focus. White, for example, developed scales to produce data on adult-child relationships from child's age 6 months-36 months as they related to the development of competence

in young children. This is an important addition to the literature, as the scales enable assessment of child purpose and adult response and adult emotional tones. However, the scales concern adult-child interaction only and do not concern other stresses associated with onset of parenthood (e.g. life management issues related to having a child but not concerning child care, such as stress caused by interference from in-laws related to child). The need to consider all the life factors which are effected by the arrival of the first child has been indicated (Lerner & Spanier, 1978; Rapoport, Rapoport & Strelitz, 1977). Thus, given the (1) need to consider coping in relation to specific stresses in order to further research on stress and coping, (2) theory and research which supports that the arrival of the first child is a stressful event for parents, and (3) relative lack of instrumentation concerned with coping in parenthood transition, the general purpose of the present study is to explore the possibility of adapting a problem solving assessment procedure to parenthood.

One instrument to assess real-life problem solving, or the conceptualizing for moving toward a goal, is the Means-Ends Problem-Solving (MEPS) procedure which involves a respondent completing a story by filling in those events which might have occurred between a statement of story problem (beginning of story) and a statement of problem resolution (end of story). The procedure has been developed to explore problem solving in general problematic situations, and there is a growing body of research which indicates that thought processes, such as means-ends thinking relate to human adjustment (Platt & Spivack, 1975).

The general purpose of the present study was to explore the

possibility of adapting MEPS procedure to parenthood transition. Specific purposes of the study were to determine (1) the internal consistency of the Parent Problem-Solving (PPS) procedure and the three subclasses (child care, general, life management); (2) the relationship between problem solving competence and frequency experienced problem as well as the relationship between problem solving competence and frequency experienced problem as problematic; and (3) gender differences in problem solving competence.

## Method

### Research Participants

Research participants in the present study were 15 mothers and 8 fathers who had one child between the ages of nine months to two years. The research participants were composed of individuals the investigators or research participants knew or individuals whose children were cared for by a local pediatrician. Although the unit of analysis for the present study is not couples, there were 8 couples (8 mothers and 8 fathers) who completed the questionnaire. The sample is composed of 23 of the 70 individuals (33%) who were sent questionnaires. Given the exploratory nature of this research and the lengthy questionnaire research participants were asked to complete in one two-hour setting, the 33% return rate is acceptable.

In Table 1, the number and percent of research participants for selected subject characteristics are presented. As can be seen from this table, 74% of the research participants were between ages 26-35 and 52% of the research participants held a graduate degree when their child was born. Compared to the population (Glick, 1977), the present sample is considerably older and more educated at the time of the first child's birth.

Insert Table 1 about here

Instrument

The Parent Problem Solving Scale (PPSS) is an adaptation of the Means Ends Problem Solving Test (Platt & Spivack, 1975) which is an instrument designed to measure an individual's means of solving real life interpersonal problems. Validity data is summarized by Platt & Spivack and indicates support for this instrumentation. The procedure, for example, consistently discriminates groups of individuals differing in their level of demonstrated adjustment. Also, a low to moderate relationship between the scores and scores on tests of intelligence have been found. The adaptation involved making the instrument and scoring relevant to the interpersonal problems concerning parenting.

The PPS procedure is a semi-structured free response, self-administered scale in which the respondent is presented with 15 items, each item composed of a problematic situation and a corresponding satisfactory ending. There is one item (one problematic situation and corresponding satisfactory ending) on each page. The respondent is instructed to write the middle of the story in at least one paragraph and in such a way that the problematic situation and corresponding satisfactory ending is connected. There are two forms for this scale. The form for males utilizes a male protagonist while the form for females utilizes a female protagonist.

The 15 items in the PPS procedure are composed of (1) five items which concern general problems (losing something, wanting to be a leader, wanting to make friends, wanting to be liked, wanting to get even);

(2) five items which concern problems around child care (frequent conflictual demands between needs for self and child, first illness of child, irregularity in child's feeding and sleeping schedule after first 3 months, learning to hold and bathe child, learning how to control child's crying); and (3) five items which concern problems around life management related to having a child but not concerning child care (mate and self determining division of responsibility around child, frequent conflictual demands for time by spouse and child, interferences from in-laws related to child, reallocation of financial resources due to child, leaving child with caretaker). The five items concerned with general problem situations were randomly selected from the 10 items in the Means-End Problem Solving Test. The other 10 items were generated from a list of 21 stressful life events associated with parenting. The events were derived from nondirective interviews with 35 parents and the derivation of events is described fully in Alpert, Richardson, & Fodaski (Note 2). Due to collapsing and the elimination of some infrequent or relatively low stress events, the list of 21 stressful life events resulted in 10 problem situations and corresponding satisfactory endings (5 concerning child care and 5 concerning life management.)

The list of PPS problems with corresponding identifying letters is presented in Table 2. Rather than indicating the complete items (problem situation and corresponding satisfactory ending), the problems are briefly identified in this table. Throughout the paper the problem will be identified by the corresponding identifying letter in Table 2.

---

Insert Table 2 about here

---

Scoring System

The stories were scored for number of relevant means, a major scoring category utilized by Platt & Spivack (1975) which differentiates between patient and control groups. Relevant means, according to Platt & Spivack, are discrete steps which are effective in enabling the hero(ine) of the story to reach the resolution stage or to overcome an obstacle preventing the hero(ine) from reaching the goal in the story. Although only number of relevant means was used for purposes of this study, each relevant mean was, in addition, placed in one of several empirically developed categories. The categories, which vary for each item and enable a content analysis of the relevant means, should be useful with a larger sample. The categories for the "general" items are those developed by Platt & Spivack, while the categories for the "child care" and "life management" items were adapted from the Platt & Spivack categories and are based on a consideration of pilot data. The PPS items as well as a listing of the relevant mean categories for each etem, are available from the investigators.

Inter-rater Reliability

Independently the coders identified and classified relevant means for four responses (from 2 males and 2 females) to each of the 15 items. Percent agreement ranged from .67 (for item C) to 1.00 (for items B, C, F, I, K, L, M, O). The percent agreement across items is .88.

Procedure

Over the telephone research participants were asked to complete questionnaires which would take approximately two hours to complete in order to further learning about how parents deal with problematic situations. Questionnaires were mailed to those individuals who agreed to complete the anonymous questionnaire independently and within one two-hour sitting and to return it within one week. As most of the questionnaires

were not returned within one week, follow-up phone calls or visits were indicated. All questionnaires (N=23) utilized in the present study were completed within two months.

The questionnaire consisted of (1) the PPS procedure, the 15 item means-ends instrument described above, in which items were systematically counterbalanced to control for order effects; (2) a listing of the 15 PPS items adjacent to which the respondent was to indicate the frequency (s)he had experienced each item by placing a letter from a to e next to each item ("a", "b", "c", "d", corresponding to experienced less than two times, 10 times, 50 times, 100 times in last 2 years respectively while "e" corresponded to experienced greater than 100 times in last 2 years); (3) a listing of the 15 PPS items adjacent to which the respondent was to indicate the frequency (s)he had experienced each item as problematic by placing a letter from "a" to "e" next to each item; and (4) a demographic data questionnaire.

## Results

A reliability analysis of the scale was conducted across all 15 items as well as across the three sets of 5 items. The results reveal that the internal consistency across 15 items is acceptable (Alpha = .61) and indicate three items which, if deleted, would result in a higher alpha level (items E, baby has minor rashes; G, husband/wife wants to have a serious discussion while spouse is caring for the baby; and O, someone says something nasty and husband/wife decides to get even). The results also indicate that the internal consistencies for the three sets of items (general", "child", and "life") are not acceptable. In contrast, the internal consistency of the "life" and "child" subscales, when combined, is acceptable (Alpha = .56). This combination of the items designed specifically to measure problem solving in

parenthood transition is even more internally consistent (Alpha =.64) when item E (baby has minor rashes) is omitted. The internal consistency of a parent problem solving scale composed only of the "life" and "child" items also is suggested by the highly significant correlation ($r = .57$, $p < .01$) between the number of relevant means given in response to the "life" items and the number given for the "child" items. The number of relevant means offered for the "general" items is significantly correlated ($r = .51$, $p < .01$) with the number given for the "child" items and with the number of relevant means supplied for a combined "life-child" subscale ($r = .41$, $p < .05$), but the correlation between the "general" and "life" items ($r = .20$) is not significant.

The means and standard deviations for the number of relevant means, the frequency at which each problem has been experienced, and the frequency at which each problem has been experienced as problematic is presented in Table 3.

---

Insert Table 3 about here

---

Inspection of the data regarding the number of relevant means indicates that the means for the individual problems range from .65 and .74 for problems C (baby spits up alot) and A (husband/wife panics over not knowing how to hold or bathe the newborn), respectively, indicating that the fewest solutions were generated in response to these problems, to 1.52 for both problem M (husband/wife wants to have friends in new neighborhood) and N (husband/wife notices that friends have been avoiding him/her, indicating that the most solutions were offered for these problems. As far as the "child" and "life" items are concerned the greatest number of relevant means ($X = 1.22$) were supplied for problem D (baby has been on an irregular schedule for several months).

Table 3 also reveals that problems K (husband/wife is upset over losing watch), N (husband/wife notices that friends have been avoiding him/her), and O (someone says something nasty and husband/wife decides to get even) were reported as having been experienced least frequently (means of 1.17, 1.17, and 1.22, respectively, with a response of 1 indicating that the problem had been experienced less than two times in the previous two years). Among the "child" and "life" problems, item A (husband/wife panics over not knowing how to hold or bathe the newborn) has the lowest mean frequency of having been experienced ($\bar{X}$ = 1.39). Problem B (husband/wife wants to stop the baby's crying) has the highest mean in this regard ($\bar{X}$ = 3.13), indicating that this problem was reported as having been experienced most frequently (the response of 3 indicating that the problem had been experienced less than fifty times in the previous two years). The frequencies at which the problems had been experienced as problematic ranges from the two lowest (means of 1.09 and 1.13) for problems O (someone says something nasty and husband/wife decides to get even) and A (husband/wife panics over not knowing how to hold or bathe the newborn) to the two highest (2.32 and 2.18) for problems B (husband/wife wants to stop the baby's crying) and D (baby has been on an irregular scedule for several months). These results indicate that the first two problems mentioned were reported to have been problematic least frequently while the second pair (problems B and D) had been experienced as problematic most frequently.

In order to determine the relationship between problem solving competence and problem solving experience, Pearson correlation coefficients were computed between the numbers of relevant means and the frequencies at which the problems had been experienced as between the numbers of relevant means and the frequencies at which the problems

had been experienced as problematic. The Pearson correlation coefficients are presented in Table 4 and indicate that the total number of relevant means does not correlate significantly with either the total frequency at which the problems had been experienced or with the total frequency at which they had been experienced as problematic.

---

Insert Table 4 about here

---

With regard to specific problems, Table 4 indicates that there is a significant correlation ($r = -.37$) between the number of relevant means offered for problem G (husband/wife wants to have a serious discussion while spouse is caring for the baby) and the frequency at which that problem had been experienced in the previous two years. Also, there is a significant correlation ($r = .42$) between the number of relevant means for problem C (baby spits up alot) and the frequency at which it had been experienced as problematic.

Lastly, in order to determine whether there is a gender difference with respect to the number of relevant means offered, a repeated measures analysis of variance was done for the entire scale of 15 items and for the combined "life-child" (LC) subscale.

---

Insert Table 5 about here

---

For the full scale of 15 problems, a main effect for gender is indicated. Inspection of descriptive data reveals that females give more relevant means across items than males. No such main effect for gender is indicated for the LC subscale.

## Discussion

Lack of instrumentation for studying coping in parenthood transition has been a major obstacle to effective preventive interventions. This research was conducted with this lack in mind, and, for the most part, its goals were met. The Parent Problem Solving Scale represents a 15 item, semi-structured, free-response, self-administered procedure which is designed to measure a parent's means of solving real life problems. Areas assessed include general problems, problems around child care, and problems around life management related to having a child but not concerning child care. The life-child subscale is composed of ten items, and this subscale more specifically measures problem solving in parenthood transition. Although both the total scale scores and the LC subscale are satisfactorily reliable as measured by the alpha coefficients (Alpha = .61 and .56 across 15 and 10 items respectively). Moreover, the omission of one item from the LC subscale raises the internal consistency markedly (Alpha = .64). Since the LC subscale more specifically measures problem solving in parenthood transition, it is recommended that it be used in subsequent research.

In addition, im order to throw light on the relationship between general problem solving and problem solving in a specific area, future research should examine the relationship between general problem solving competence and parent problem solving competence. Validation efforts have been made with Platt & Spivack's Means Ends Problem Solving Test, and need to be done in this more specific problem solving area. Also, in subsequent research based on larger samples, a content analysis of relevant means could be made, and would throw light on various means used by groups of parents to solve specific problems. Both the types of problems related to transition for which there is the least problem solving

competence and the groups of individuals who have the least problem solving competence should be identified and these two sets of findings could have important implications for what is taught in pre-parenting courses as well as which groups of individuals such courses should be most available to.

Regarding the second purpose of the study, the findings indicate that parent problem solving competence is not related to degree of experience with the problem or to degree that the problem is experienced as problematic. The insignificant correlations across items are surprising since it was expected that individuals would generate more steps which are effective in problem solution the more they reported that they had experienced the problem and the more that they reported that they had experienced the problem as problematic. Also, a negative correlation between the frequencies and the numbers of relevant means could have been hypothesized. It could be reasoned that individuals who experience a problem frequently and who often experience it as problematic have relatively few problem solving means at their disposal. The point is that neither a significant positive nor negative correlation was found across items. A consideration of scores of specific groups of individuals, in a large-scale study, might throw light on this finding. It may be that the relationships between the frequencies at which the problems have been experienced and have been problematic and the number of relevant means vary for different groups of individuals. Further, while the present study focused upon the frequency at which each problem had been experienced and the frequency at which each had been experienced as problematic, it did not consider individual differences in degree that the event is experienced as stressful. This maybe a variable which correlates significantly with problem solving.

Further, since the finding of no correlation between problem solving competence and the two frequencies suggests that parent problem solving competence does not increase with practice, parent problem solving competence should be assessed over time.

Regarding the third purpose of the study, the results indicate that females give more relevant means across items than males and suggest that females are better problem solvers. Some of the stories written by male respondents indicate their inability to solve problems. For example, in response to the problem concerned with a husband panicing over not knowing how to hold or bathe the newborn, one research participant "solved" the problem by having the newborn feed him/herself. It should be noted that for the "life-child" subscale, there was not a significant difference between the numbers of relevant means offered by males and females; hence, no difference in problem solving ability based on gender was found for those problems.

The finding that males are worse problem solvers across the fifteen items than females conflicts with the work of Pearlin and Schooler (1978), which indicates that effective coping modes are unequally distributed in society, with men, the educated, and the affluent exhibiting more efficacious coping. Why does this discrepancy in findings exist? Compared to the general population, research participants in the present study were older and more educated at the time of their first child's birth. Thus, a sampling difference might account for the discrepancy. Another possibility is based upon the fact that the present study concerned cognitive problem solving while Pearlin and Schooler's study, in general, concerned self-reported stress experiences and self-reported response repertoires. There may be a sex difference depending upon the nature of the measuring instrument. Alternatively,

it might be that females have greater cognitive problem solving skills but, for some reason, do not exercise them. Finally, since there was no difference according to gender for the "life-child" subscale, the difference across all 15 items might have been due to a large difference in problem solving ability between males and females for the "general" problems. It is possible that males and females differ in their ability to solve "general" problems. It is possible that males and females differ in their ability to solve "general" problems but not those concerning parenthood transition. Clearly, the findings in the present study indicate the need to consider sex differences and the relationship between cognitive and behavioral problem solving in the child care and life management areas.

In conclusion, several stress theorists and researchers (e.g., Lazarus et al., 1979) have indicated the need to study everyday life stress and people's means for coping with them. The procedure described here may be one way of enhancing our understanding of means by which parents cope with stresses associated with the transition to parenthood, and may have implications for preventive and interventive strategies for new parents.

## Reference Notes

1. Lazarus, R. S. The stress and coping paradigm. Paper presented at The Critical Evaluation of Behavioral Paradigms for Psychiatric Science Conference, Oregon, November, 1978.

2. Alpert, J.L., Richardson, M.S., & Podaski, L. Onset of parenting and stressful events. Paper presented at the meeting of the American Psychological Association, Toronto, September, 1978.

## References

Alpert, J.L. Theoretical perspectives of the family life cycle. The Counseling Psychologist, in press.

Alpert, J.L. & Richardson, M.S. Parenting. In L. Poon (Ed.) Aging in the 1980's: Selected contempory issues in the psychology of aging. Wn; D.C.: American Psychological Association, 1980.

Dyer, E.D. Parerthood as crisis: A restudy. Marriage and Family Living, 1963, 25, 196-201.

Glick, P.C. Updating the life cycle of the family. Journal of Marriage and the Family, 1977, 5-13.

Grossman, F.K., Eichler, L.S., & Winickoff, S.A. Pregnancy, birth and parenthood. San Francisco: Jossey-Bass Publishers, 1980.

Hobbs, D.F., & Cole, S.B. Transition to parenthood: A decade replication. Journal of Marriage and the Family, 1976, 38, 723-731.

Lazarus, R.S., Cohen, J.B., Folkonan, S., Kanner, A. & Schaefer, C. Psychological stress and adaptation: Some unresolved issues. In H. Selye (Ed.) Guide to stress research. New York: Van Nostrand Reinhold Co., 1979.

LeMasters, E.E. Parenthood as crisis. Journal of Marriage and Family, 1957, 19, 352-355.

Lerner, R.M. & Spanier, G.B. (Eds.) Child influences on marital and family interaction: A life span perspective. New York, Academic Press, 1978.

Moos, R.H. Psychological techniques in the assessment of adaptive behavior. In G.V. Coello, D.A. Hamburg & J.E. Adams (Eds.) Coping and adaptation. New York: Basic Books, 1974, 334-399.

Pearlin, L.I. & Schooler, C. The structure of coping. Journal of Health and Social Behavior, 1978, 19, 12-21.

Platt, J.J. & Spivack, G.S. Manual for the means-ends problem-solving procedure (MEPS): A measure of interpersonal cognitive problem-solving skill. Pennsylvania, Hahnemann Medical College & Hospital, 1975.

Rapoport, R., Rapoport, R.N., & Strelitz, Z. Fathers, mothers and society: Towards new alliances. New York: Basic Books Inc., 1977.

Weinberg, S. & Richardson, H.S. The dimensions of stress in early parenting. Journal of Consulting and Clinical Psychology, in press.

White, B.L. Experience and environment: Major influences on the development of the young child, Volume II. New Jersey: Prentice-Hall, Inc., 1978.

## Footnote

This research was supported by grants from Bush Center in Child Development and Social Policy, Yale University and Dean's Development Fund, School of Education, Health, Nursing, and Arts Professions, New York University.

Requests for reprints should be sent to Judith L. Alpert, Department of Educational Psychology, New York University, 926 Shimkin Hall, New York, New York 10003.

Table 1

Frequency and Percent of

Selected Subject Characteristics

| Selected Subject Characteristics | N | % |
|---|---|---|
| Work Status | | |
| Work at least 3 days a week | 11 | 48 |
| Student | 1 | 4 |
| Work less than 3 days a week | 11 | 48 |
| Spouse Work Status | | |
| Work at least 3 days a week | 13 | 57 |
| Student | 1 | 4 |
| Work less than 3 days a week | 9 | 39 |
| Age When Child Born | | |
| 21-25 | 4 | 17 |
| 26-30 | 9 | 39 |
| 31-35 | 8 | 35 |
| 35-40 | 2 | 9 |
| Spouse Age When Child Born | | |
| 21-25 | 3 | 13 |
| 26-30 | 6 | 26 |
| 31-35 | 11 | 48 |
| 36-40 | 3 | 13 |
| Child's Present Age | | |
| 9-12 months | 2 | 9 |
| 13-16 months | 7 | 30 |
| 17-20 months | 7 | 30 |
| 21-24 months | 7 | 30 |
| Child's Gender | | |
| Male | 11 | 48 |
| Female | 12 | 52 |
| Education Level When Child Born | | |
| College | 8 | 35 |
| Post College Training But No Graduate Degree | 3 | 13 |
| Graduate Degree | 12 | 52 |
| Spouse Education Level When Child Born | | |
| High School | 1 | 4 |
| College | 6 | 26 |
| Post College Training But No Graduate Degree | 0 | 0 |
| Graduate Degree | 16 | 70 |

Table 2

List of PPSS Problems

| Identifying Letter | Problems |
|---|---|
| A | A. Husband/wife panics over not knowing how to hold or bathe the newborn |
| B | B. Husband/wife wants to stop the baby's crying |
| C | C. Baby spits up a lot |
| D | D. Baby has been on an irregular schedule for several months |
| E | E. Baby has minor rashes |
| F | F. Husband and wife argue around deciding who does what for baby |
| G | G. Husband/wife wants to have a serious discussion while spouse is caring for the baby |
| H | H. Husband/wife feels guilty over leaving baby with baby-sitter |
| I | I. Since baby's birth, in-laws have been interfering |
| J | J. Financial strain has increased since baby's arrival |
| K | K. Husband/wife is upset over losing watch |
| L | L. Husband/wife is at a meeting and would like to say something and be a leader |
| M | M. Husband/wife wants to have friends in new neighborhood |
| N | N. Husband/wife notices that friends have been avoiding him/her |
| O | O. Someone says something nasty and husband/wife decides to get even |

Table 3

Means and Standard Deviations for Number of Relevant Means, Frequency at which Problem has been Experienced, and Frequency at which Problem has been Experienced as Problematic

(N=23)

| Problem | Relevant Means | | Experienced[a] | | Experienced as Problematic[a] | |
|---|---|---|---|---|---|---|
| | X | SD | X | SD | X | SD |
| A | .74 | .96 | 1.39 | .72 | 1.13 | .35 |
| B | 1.13 | 1.14 | 3.13 | 1.10 | 2.32 | .95 |
| C | .65 | .98 | 2.22 | 1.28 | 1.68 | 1.04 |
| D | 1.22 | .95 | 2.74 | 1.32 | 2.18 | 1.18 |
| E | 1.13 | 1.01 | 1.91 | .85 | 1.41 | .59 |
| F | .91 | .79 | 2.30 | .93 | 1.86 | .83 |
| G | 1.04 | .64 | 1.83 | .94 | 1.41 | .80 |
| H | 1.00 | .91 | 1.87 | .92 | 1.27 | .55 |
| I | 1.00 | .80 | 1.48 | .73 | 1.41 | .67 |
| J | 1.09 | .73 | 2.22 | 1.45 | 1.96 | 1.36 |
| K | 1.13 | 1.01 | 1.17 | .49 | 1.18 | .50 |
| L | 1.13 | 1.29 | 1.52 | .67 | 1.36 | .58 |
| M | 1.52 | .95 | 1.83 | .83 | 1.73 | .83 |
| N | 1.52 | 1.28 | 1.17 | .39 | 1.18 | .50 |
| O | .87 | .82 | 1.22 | .52 | 1.09 | .43 |
| Total | 16.08 | 5.73 | 28.00 | 6.62 | 23.18 | 5.92 |

[a] 1, 2, 3, and 4 correspond to problem experienced (or problem experienced as problematic) less than 2 times, 10 times, 50 times, and 100 times in the last 2 years, respectively.

Table 5

Pearson Correlation Coefficients between Number of Relevant Means and Frequency at which Problem has been Experienced and Frequency at which Problem has been Experienced as Problematic

(N=23)

| Problem | Correlation Experienced | Correlation Experienced as Problematic |
|---|---|---|
| A | -.17 | .11 |
| B | -.23 | -.06 |
| C | .21 | .42 * |
| D | .16 | .17 |
| E | .33 | .03 |
| F | -.09 | .04 |
| G | -.37 * | -.10 |
| H | -.22 | -.16 |
| I | .16 | .18 |
| J | -.23 | -.34 |
| K | -.23 | -.03 |
| L | .18 | .16 |
| M | .29 | .06 |
| N | .18 | -.07 |
| O | .18 | .04 |
| Total | -.14 | -.05 |
| LC (Probs. A-J) | -.03 | .16 |

* $p < .05$

Table 5

Analysis of Variance:
Influence of Gender and Subclasses
on Number of Relevant Means

(N=23)

| Source | SS | DF | MS | F |
|---|---|---|---|---|
| Gender | 50.02 | 1 | 50.02 | 5.41 * |
| Item | 129.46 | 14 | 9.25 | not tested |
| Subclasses[a] | 11.17 | 2 | 5.58 | 1.48 |
| Gender X Subclasses[a] | 11.17 | 2 | 5.58 | 1.48 |
| Subclasses[a] X Item | 105.67 | 28 | 3.77 | not tested |
| Total | 307.48 | 47 | 6.54 | |
| Gender (for LC items) | 12.25 | 1 | 12.25 | 1.53 |
| LC Subclasses[a] | .19 | 1 | .19 | $<1$ |
| Gender X LC Subclasses[a] | .19 | 1 | .19 | $<1$ |

[a]Alpha coefficients do not support the existence of subclasses.

* $p < .05$